



D P Cooper Elementary

4568 Seaboard Road
Salters, SC 29590

Grades	PK-6 Elementary School	
Enrollment	183 Students	
Principal	Dr. Kerry D. Singleton	843-387-5426
Superintendent	Ralph C. Fennell, Jr.	843-355-5571
Board Chair	Mr. James Darby	843-387-5472

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Average	Good
2004	Below Average	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

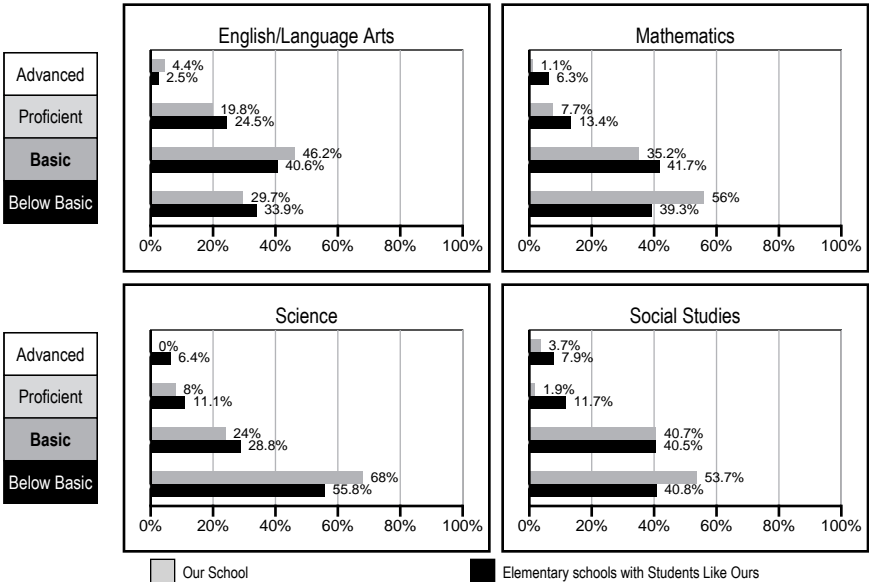
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	5	46	62

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=183)				
First graders who attended full-day kindergarten	100.0%	Up from 0.0%	100.0%	100.0%
Retention rate	3.0%	Down from 3.9%	3.1%	2.3%
Attendance rate	97.4%	Down from 97.6%	96.0%	96.3%
Eligible for gifted and talented	2.1%	No Change	2.8%	10.4%
With disabilities other than speech	11.8%	Up from 8.9%	7.8%	7.5%
Older than usual for grade	4.9%	Up from 3.2%	1.3%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=11)				
Teachers with advanced degrees	45.5%	Down from 58.3%	53.7%	56.7%
Continuing contract teachers	54.5%	Down from 58.3%	68.9%	77.3%
Teachers with emergency or provisional certificates	20.0%	Down from 27.3%	0.0%	0.0%
Teachers returning from previous year	70.9%	Up from 68.7%	82.6%	86.4%
Teacher attendance rate	96.4%	Up from 91.9%	95.0%	94.9%
Average teacher salary	\$41,453	Down 0%	\$43,838	\$45,345
Professional development days/teacher	17.5 days	Up from 14.1 days	13.9 days	12.6 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	21.3 to 1	Down from 24.1 to 1	16.5 to 1	18.5 to 1
Prime instructional time	91.6%	Up from 86.0%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 89.1%	100.0%	100.0%
Character development program	Excellent	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$9,089	Down 0.4%	\$8,206	\$7,052
Percent of expenditures for instruction*	59.3%	Down from 61.3%	68.5%	69.1%
Percent of expenditures for teacher salaries*	49.7%	Down from 54.0%	60.7%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

D. P. Cooper Elementary School is located in the Blakely Community in Williamsburg County. Presently, our school houses students in grades Child Development through Sixth grade.

The 2007 – 2008 school year was a year of academic success for D. P. Cooper Elementary School, home of the "Learning Lions!" "Failure Is Not An Option!" is our school's motto. Our three targeted goals for the 2007 – 2008 school year were: to increase student achievement by showing significant gain on the Palmetto Academic Challenge Test, to meet Annual Yearly Progress, and to increase overall school morale.

Our dedicated faculty and staff members use various approaches to enhance learning and meet the needs of every student such as differentiated instruction, Success Maker computer lab, Save the Children After School Literacy Program, Reading Counts Reading Program, Accelerated Reader Reading Program, promethean boards, Reading Recovery, cooperative learning, and computer-based instruction.

D. P. Cooper Elementary School used data such as MAP, which allow teachers to effectively plan and target each student's academic need. Our school was very fortunate to have a committed P.T.A., S.I.C., local churches and businesses to assist in fundraising projects and the decision-making process. Throughout the school year faculty and staff members participate in professional development opportunities, workshops, conferences, and trainings to improve their competency.

During the 2007 – 2008 school year, D. P. Cooper Elementary School initiated and retained several student centered organizations such as the Marching Lions Band, Reading Club, Lions Chorus, National Junior Beta Club, Concert Band, Student Council, D.P.C. Steppers, D. P. C. Football Team, and the Angels' Club.

The students at D. P. Cooper Elementary School enjoyed educational activities throughout the school year, including homecoming, PACT pep rally, holiday programs, family literacy nights, field trips, spelling bee, oratorical contest, PACT dance, parades, Special Olympics, science fair, PACT Family Explosion Field Day, and Mr. and Miss D. P. Cooper Elementary School pageant.

Throughout the years, D. P. Cooper Elementary School received numerous awards such as meeting AYP, remaining accredited by the Southern Association of Colleges and Schools and receiving the Palmetto Silver award for three consecutive years. D. P. Cooper Elementary School, a standards driven institution of effectiveness, is committed to excellence and overall organizational success!

Kerry D. Singleton, Ed.D., Principal
Paul Nesmith, Jr., S.I.C. Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	33	18
Percent satisfied with learning environment	94.4%	93.9%	82.4%
Percent satisfied with social and physical environment	100.0%	60.6%	76.5%
Percent satisfied with school-home relations	83.3%	78.8%	75.0%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	14.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.1%	0.0%	No
Student attendance rate	97.4%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	100	100	29.3	46.7	19.6	4.3	43.5	36.2	48.2	Yes	Yes
Gender											
Male	51	100	42.2	40	15.6	2.2	35.6	30.4	41.7	N/A	N/A
Female	49	100	17	53.2	23.4	6.4	51.1	42.3	55	N/A	N/A
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	47.1	60	I/S	I/S
African American	99	100	29.3	46.7	19.6	4.3	43.5	35.3	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	20	100	65	35	0	0	15	13.2	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	89	100	32.5	45.8	16.9	4.8	39.8	35	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	100	100	55.4	35.9	7.6	1.1	16.3	30.8	45.8	No	Yes
Gender											
Male	51	100	62.2	33.3	2.2	2.2	13.3	29.6	45.6	N/A	N/A
Female	49	100	48.9	38.3	12.8	0	19.1	32.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	36.4	59	I/S	I/S
African American	99	100	55.4	35.9	7.6	1.1	16.3	30.2	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	55.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	20	100	90	10	0	0	0	9.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	89	100	59	32.5	8.4	0	15.7	30.1	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	56	100	66.7	25.5	7.8	0	7.8	15.3	35.7	97.4	96.5
Gender											
Male	29	100	66.7	16.7	16.7	0	16.7	15.3	37.4	96.8	96.3
Female	27	100	66.7	33.3	0	0	0	15.4	33.8	98	96.8
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	20.2	49.2	96.9	94.2
African American	55	100	66.7	25.5	7.8	0	7.8	14.7	17	97.4	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	94.7
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	33.3	24.9	N/A	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	95.3
Disability Status											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	6.1	14	96.7	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	92.7
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	N/A	97.4
Socio-Economic Status											
Subsided meals	49	100	68.9	24.4	6.7	0	6.7	14.3	21.1	97.3	96.5

Social Studies

All Students	59	100	52.7	41.8	1.8	3.6	5.5	14.1	34	97.4	96.5
Gender											
Male	31	100	55.2	41.4	3.4	0	3.4	14.1	36.6	96.8	96.3
Female	28	100	50	42.3	0	7.7	7.7	14.1	31.3	98	96.8
Racial/Ethnic Group											
White	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20.4	44.5	96.9	94.2
African American	59	100	52.7	41.8	1.8	3.6	5.5	13.4	19.1	97.4	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	94.7
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	41.7	27.5	N/A	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	95.3
Disability Status											
Disabled	13	100	84.6	15.4	0	0	0	4.5	14.4	96.7	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	92.7
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	N/A	97.4
Socio-Economic Status											
Subsided meals	53	100	56	38	2	4	6	13.2	21	97.3	96.5

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	14	100	15.4	23.1	46.2	15.4	61.5
	4	25	100	8.3	66.7	25	0	25
	5	32	100	46.7	36.7	16.7	0	16.7
	6	22	100	45.5	54.5	0	0	0
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	28	100	15.4	53.8	19.2	11.5	30.8
	4	14	100	7.7	53.8	38.5	0	38.5
	5	24	100	43.5	43.5	13	0	13
	6	34	100	40	40	16.7	3.3	20
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	14	100	7.7	7.7	46.2	38.5	84.6
	4	25	100	41.7	50	8.3	0	8.3
	5	32	100	36.7	50	13.3	0	13.3
	6	22	100	27.3	59.1	9.1	4.5	13.6
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	28	100	69.2	30.8	0	0	0
	4	14	100	15.4	61.5	15.4	7.7	23.1
	5	24	100	65.2	30.4	4.3	0	4.3
	6	34	100	53.3	33.3	13.3	0	13.3
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	8	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	25	100	66.7	25	8.3	0	8.3
	5	16	100	66.7	33.3	0	0	0
	6	11	100	54.5	36.4	9.1	0	9.1
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	14	100	57.1	42.9	0	0	0
	4	14	100	38.5	30.8	30.8	0	30.8
	5	11	100	90.9	9.1	0	0	0
	6	17	100	84.6	15.4	0	0	0
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	6	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	25	100	37.5	62.5	0	0	0
	5	16	100	40	46.7	13.3	0	13.3
	6	11	100	81.8	18.2	0	0	0
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	15	100	61.5	38.5	0	0	0
	4	14	100	15.4	76.9	7.7	0	7.7
	5	13	100	83.3	16.7	0	0	0
	6	17	100	52.9	35.3	0	11.8	11.8
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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